

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this study about English students' perceptions on the use of Grammarly as a grammar checker tool in writing thesis at Antasari State of Islamic University.

A. Conclusion

This research aimed to identify the EFL students' perceptions on the use of Grammarly in writing their thesis at Antasari State of Islamic University in Banjarmasin. From the results of this study, the EFL students from English Department generally gave their positive perceptions that Grammarly is useful in writing an English thesis because it was easy to use, helpful suggestions, easy to understand explanations, good grammar accuracy, and faster correction. The finding also shows that the students were mostly in agreement that Grammarly was useful in improving their writing skills and confidence in writing, especially in writing thesis, through Grammarly they also could learn English grammar rules more. After using Grammarly in the process of writing their thesis, the students also believed that Grammarly application has a good quality for writing an English thesis, although they only use the free versions of Grammarly yet all of the students agreed that it was really recommended to use Grammarly to support an English student to write an academic text, especially an English thesis. It can

be concluded that mostly the students perceived that Grammarly is indeed useful to support the EFL students in writing thesis.

B. Suggestions

Based on the research findings, the suggestions addressed to some parties. The first goes to the English teacher or lecturer. The second goes to the English students. The last goes to the future researcher who is interested in doing research about Grammarly.

1. Suggestion for English teacher or lecturer

Based on the research findings, it is suggested to the English teacher or lecturer to introduce Grammarly to the students in their teaching and learning process, especially when it deals with writing or grammar class. However, the English teacher and lecturer must be able to limit the use of Grammarly during exams, as mentioned in findings it is better for the students to not use it all the time because they can be addicted to using Grammarly all the time, so they will not learn anything. The students can use Grammarly during daily examinations or in daily life, such as for writing English e-mail, English text, and so on. Yet, it is forbidden to use it all the time. Furthermore, it is also suggested for the English lecturer to introduce Grammarly for the English students who are in the process of writing their thesis, because based on the findings it can be seen that not all of the English students know about Grammarly

2. Suggestion for English students

According to the findings, it is suggested to the English students to use Grammarly to learn about grammar and to gain more confidence in writing especially when it deals with academic writing. Yet, when they use Grammarly they should really pay attention to what Grammarly suggested to change, they should read it carefully because Grammarly also has some weaknesses.

3. Suggestion for future researcher

The suggestions for future researchers who are interested in the same topic are they can investigate more details about EFL students' perceptions on the use of Grammarly in students' daily life to improve their English skills. The future researcher can also investigate about the use of Grammarly in English class, such as the use of Grammarly in junior or senior high school students.